

## ABBEVILLE SCHOOL DISTRICT

400 Greenville Street  
Abbeville, South Carolina 29620

**GRADES** PK-12

**ENROLLMENT** 3,675 Students

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. Larry D. Lawson 864-446-3250

**FISCAL AUTHORITY** District Board/County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	11	1	0

**IMPROVEMENT RATING:** **GOOD**

**ADEQUATE YEARLY PROGRESS:** **NO**

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Good	Good	No

## DEFINITIONS OF DISTRICT RATING TERMS

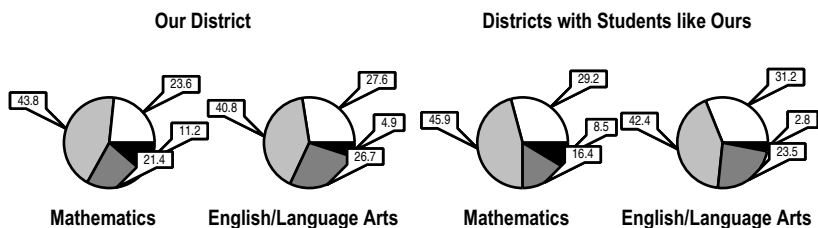
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.5%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

## HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	78.5	N/A	N/A	73.9	N/A	N/A
Passed 1 subtest	10.2	N/A	N/A	13.8	N/A	N/A
Passed no subtests	11.3	N/A	N/A	12.3	N/A	N/A

## ELIGIBILITY FOR LIFE SCHOLARSHIP\*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	13.8	13.2
Seniors who met the SAT/ACT requirement	13.8	13.3
Seniors who met the grade point average	54.7	47.9

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	1,688	99.7	27.6	40.8	26.7	4.9	31.6
Gender							
Male	874	99.5	32.9	41.9	21.2	4.0	25.2
Female	814	99.9	22.1	39.7	32.5	5.7	38.3
Racial/Ethnic Group							
White	934	99.7	16.5	41.0	35.2	7.3	42.5
African-American	722	99.7	41.4	40.3	16.5	1.7	18.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	45.0	45.0	5.0	5.0	10.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,443	99.9	23.9	41.4	29.2	5.5	34.6
Disabled	245	98.8	49.6	37.0	12.2	1.3	13.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,688	99.7	27.6	40.8	26.7	4.9	31.6
English Proficiency							
Limited English Proficient	25	100.0	37.5	45.8	12.5	4.2	16.7
Non-Limited English Proficient	1,663	99.7	27.5	40.7	26.9	4.9	31.8
Socio-Economic Status							
Subsidized meals	1,100	99.6	35.4	43.0	19.7	1.9	21.6
Full-pay meals	588	100.0	13.4	36.8	39.6	10.2	49.8
Mathematics							
All Students	1,688	99.8	23.6	43.8	21.4	11.2	32.6
Gender							
Male	874	99.7	23.8	44.1	22.1	9.9	32.0
Female	814	99.9	23.3	43.5	20.7	12.5	33.2
Racial/Ethnic Group							
White	934	99.7	13.9	42.0	27.6	16.5	44.1
African-American	722	99.9	36.3	45.9	13.6	4.2	17.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	15.0	60.0	10.0	15.0	25.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,443	99.9	18.5	44.8	23.8	12.9	36.7
Disabled	245	99.2	53.7	38.1	7.4	0.9	8.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,688	99.8	23.6	43.8	21.4	11.2	32.6
English Proficiency							
Limited English Proficient	25	100.0	20.8	50.0	20.8	8.3	29.2
Non-Limited English Proficient	1,663	99.8	23.6	43.7	21.4	11.2	32.6
Socio-Economic Status							
Subsidized meals	1,100	99.6	30.3	48.0	16.2	5.6	21.8
Full-pay meals	588	100.0	11.4	36.3	31.0	21.3	52.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	299	100.0	17.6	46.1	34.5	1.8	36.3
	Grade 4	257	100.0	24.1	45.2	30.3	0.4	30.7
	Grade 5	289	100.0	31.7	51.3	16.6	0.4	17.0
	Grade 6	309	99.7	40.5	38.5	18.6	2.4	20.9
	Grade 7	280	98.9	31.7	53.7	13.1	1.5	14.7
	Grade 8	326	98.2	42.5	46.4	10.8	0.3	11.1
<b>2004</b>	Grade 3	271	99.6	8.6	25.9	47.7	17.7	65.4
	Grade 4	286	100.0	22.7	49.3	27.0	1.1	28.1
	Grade 5	265	100.0	24.2	45.0	29.2	1.5	30.8
	Grade 6	286	99.7	45.7	31.4	19.3	3.6	22.9
	Grade 7	297	100.0	29.3	46.6	21.7	2.4	24.1
	Grade 8	287	98.9	32.7	49.6	15.1	2.5	17.6

<b>Mathematics</b>								
<b>2003</b>	Grade 3	299	100.0	20.1	53.9	17.6	8.5	26.1
	Grade 4	257	100.0	16.0	52.7	19.8	11.5	31.3
	Grade 5	289	99.7	29.6	48.1	15.2	7.0	22.2
	Grade 6	309	100.0	24.9	37.0	23.6	14.5	38.0
	Grade 7	280	99.3	26.0	37.0	21.0	16.0	37.0
	Grade 8	326	99.1	35.4	48.6	13.5	2.6	16.1
<b>2004</b>	Grade 3	271	99.6	12.8	45.9	31.2	10.2	41.4
	Grade 4	286	100.0	20.5	52.9	19.1	7.6	26.6
	Grade 5	265	100.0	24.2	41.5	25.0	9.2	34.2
	Grade 6	286	99.7	26.4	42.5	19.3	11.8	31.1
	Grade 7	297	100.0	22.1	39.7	20.0	18.3	38.3
	Grade 8	287	99.3	34.4	43.7	13.6	8.2	21.9

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	287	99.3	18.3	23.3	35.1	23.3	58.4
<b>Gender</b>							
Male	139	99.3	24.8	26.3	30.7	18.2	48.9
Female	148	99.3	12.0	20.4	39.4	28.2	67.6
<b>Racial/Ethnic Group</b>							
White	172	98.8	6.6	16.9	44.0	32.5	76.5
African-American	113	100.0	36.0	33.3	22.5	8.1	30.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	255	99.2	10.5	25.5	37.7	26.3	64.0
Disabled	32	100.0	78.1	6.3	15.6	N/A	15.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.3	18.3	23.3	37.6	23.3	58.4
<b>English Proficiency</b>							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	99.3	18.3	23.0	35.3	23.4	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	145	99.3	28.2	30.3	27.5	14.1	41.5
Full-pay meals	142	99.3	8.0	16.1	43.1	32.8	75.9

<b>Mathematics</b>							
All Students	287	99.3	14.7	23.3	37.6	24.4	62.0
<b>Gender</b>							
Male	139	99.3	17.5	27.0	36.5	19.0	55.5
Female	148	99.3	12.0	19.7	38.7	29.6	68.3
<b>Racial/Ethnic Group</b>							
White	172	98.8	5.4	16.9	47.0	30.7	77.7
African-American	113	100.0	28.8	33.3	24.3	13.5	37.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	255	99.2	9.3	22.3	41.3	27.1	68.4
Disabled	32	100.0	56.3	31.3	9.4	3.1	12.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.3	14.7	23.3	37.6	24.4	62.0
<b>English Proficiency</b>							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	99.3	14.7	23.4	37.4	24.5	61.9
<b>Socio-Economic Status</b>							
Subsidized meals	145	99.3	21.8	28.9	31.0	18.3	49.3
Full-pay meals	142	99.3	7.3	17.5	44.5	30.7	75.2

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	200	93.5%	203	13.8%	256	75.4%	N/A
<b>Gender</b>							
Male	91	91.2%	93	18.3%	121	68.6%	
Female	109	95.4%	110	10.0%	135	81.5%	
<b>Racial/Ethnic Group</b>							
White	124	96.8%	126	19.8%	150	82.7%	
African American	76	88.2%	77	3.9%	106	65.1%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	183	97.8%	180	14.4%	225	82.7%	
Disabilities other than speech	17	47.1%	23	8.7%	31	22.6%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	200	93.5%	203	13.8%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	0	N/A	2	I/S	
Non-LEP	199	93.5%	203	13.8%	254	75.6%	
<b>Socio-Economic Status</b>							
Subsidized meals	87	90.8%	78	6.4%	122	66.4%	
Full-pay meals	113	95.6%	125	18.4%	134	83.6%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	93.5%	94.1%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	256	359
Number of Diplomas	193	269
Rate	75.4%	74.9%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	462	482	473	502	935	984
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.7	17.0	18.0	18.0	18.3	18.4	18.1	18.4	17.9	18.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,675)				
First graders who attended full-day kindergarten	100.0%	N/C	98.7%	97.2%
Retention rate	5.4%	Down from 5.8%	5.4%	5.3%
Attendance rate	97.2%	Up from 95.3%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		6.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		5.3%	5.1%
Eligible for gifted and talented	9.3%	Up from 7.8%	11.2%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Up from 9.9%	12.3%	10.9%
Older than usual for grade	5.0%	Down from 5.5%	4.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	No change	0.9%	1.1%
Enrolled in AP/IB programs	5.8%	Up from 3.1%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	94	Down from 130	121	157
Completions in adult education GED or diploma programs	29	Down from 67	34	39
Annual dropout rate	2.9%	Down from 4.5%	2.9%	2.9%
Teachers (n= 264)				
Teachers with advanced degrees	44.3%	Up from 42.6%	49.4%	50.0%
Continuing contract teachers	91.7%	Up from 91.1%	86.0%	84.6%
Highly qualified teachers**	95.1%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	4.0%		4.3%	4.4%
Teachers returning from previous year	88.2%	Up from 87.2%	89.0%	89.9%
Teacher attendance rate	95.5%	Down from 95.9%	94.6%	94.7%
Average teacher salary	\$39,364	Up 2.4%	\$39,715	\$40,566
Vacancies for more than nine weeks	0.8%	N/C	0.5%	0.3%
Prof. development days/teacher	8.2 days	Up from 7.4 days	12.3 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.4 to 1	20.5 to 1	21.0 to 1
Prime instructional time	91.6%	Up from 90.4%	89.3%	89.5%
Dollars spent per pupil*	\$6,917	Down 5.5%	\$7,176	\$7,217
Percent of expenditures for teacher salaries*	58.3%	Up from 55.6%	55.8%	55.6%
Opportunities in the arts	Fair	No change	Excellent	Excellent
Parents attending conferences	93.9%	Down from 97.9%	96.7%	97.3%
Number of schools	11	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	15.5%	Up from 2.7%	2.4%	4.3%
Average age in years of school facilities	21	Down from 22	26	26
Number of schools with SACS accreditation	10	No change	9	8
Average administrator salary	\$57,740		\$66,316	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	9 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/County Council
<b>Average Number of Hours of Training Annually</b>	3.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

The upcoming school term is the final leg of our three-year plan to have eighty percent of our students achieve standard in the Mathematical and English Language Arts sections of PACT, to have an average of 1000 on the Scholastic Aptitude Test and to meet state average on the new high school assessment program. These are formidable goals that require significant improvement and we remain confident that they can be achieved.

Students, teachers and staff continue to improve skills in an effort to achieve optimum performance. This is an exciting time for education and the Abbeville County School District as we look forward to the challenges presented in South Carolina's Accountability Act as well as the federal "No Child Left Behind" legislation.

Abbeville County students continue to show improvement on standardized assessment in spite of the ever-present budget challenges. Ninety-five percent of students tested received a passing score on the Algebra I/Math Tech II end of course exam this spring. Also preliminary results show a marked increase in SAT scores for our students.

C. Michael Campbell, Superintendent